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| **Teacher: Ms. Amy** **Office Location: Room 11** **Office Hours: 2-4 Tuesdays & Thursdays** **E-mail:** [**amy.e.jones@maine.edu**](mailto:amy.e.jones@maine.edu)    Summary of Unit  In this unit, students will be able to know what physical activity can do for one’s body, mind and spirit. We will be covering all the different forms of physical activity along with how it can affect your mental state, self-worth and your social environment. With learning how one’s own physical activity can affect their overall health, my hope is that students will be able to adapt their lifestyles to be more physically active and to be more aware how they truly feel. Students will be able to showcase their knowledge and research when they submit an eBook on the Impact newsletter on the website of the Chamber of Commerce.  Establish Goals  Maine Learning Results Content Area: Health Education and Physical Education Standard Label: H. Physical Fitness Activities and Knowledge Standard:H4 Physical Activity Benefits Grade Level Span: Grades 9 - Diploma Students explain the interrelationship of physiological responses and physical, mental/intellectual, emotional, and social benefits related to regulate participation in physical activity.  Students will understand that  *Physical activity affects all aspects of health. Being physically active will enhance your daily life.*  *Being healthy will improve your mental state and encourage good judgments.*  Essential Questions  *How does physical activity affect all aspects of health? How can physical activity enhance your daily life? Why will being healthy improve your mental state and encourage good judgments?*  Students will know  •Sequence and use timelines to record physical activity, emotional status, how they feel as they get on a regular routine •Key factual Information about different emotional feelings, what is physical activity and what works best for them. •Critical detail in the process of physical activity (starting small, working up) and also what it means to play!  Students will be able to  *•describe the effects that physical activity does to the body. • judge if physical activity can alleviate stress in one’s life • perform different forms of physical activity and see if they help students with their mental/intellectual, emotional health.* • *analyze why physical activity can be harder for others, and analyze some excuses people will give. •* *to be open to the idea that physical activity can affect your academic and your mood on a daily basis •be aware that physical activity can improve/diminish their mental thinking.*  Performance Task Overview  *You are a tour guide in your respected city and you want to enhance the way people see the different areas in which they can be physically active. Your assignment is to research all of the different places in which someone could perform free/non-free physical activity. You and your team of tour guides are coming together in efforts to try and publish an eBook focused on the different ways to be physically active in each city of Maine.*  Expectations  Absences: Students will be expected to show up to class on a daily basis. This will be so vital in getting all of the material, but also in capturing the great knowledge of your peers and various activities. If you are planning on missing school please come and discuss the reason before so that you will not get behind. If there is an unexcused absence students will not be able to receive credit but will be expected to complete the material missed, if a test or quiz was missed students will be able to make it up but the highest grade you will be able to receive is a 75. For excused absences students will have 2 weeks to get the material in.   Plagiarism: This will be determined by school code  Assignments: Assignments are expected to be completed on time and with thoughtful responses. There will always be an updated wikispace for assignments and notes if students should need more explanation on a subject or to have more enrichment with the content.  Classroom Expectations: I want this classroom to be a place where students are free to say how they feel without being afraid of how others will respond. Humor in the classroom is okay, as long as the humor isn’t directed as someone in a negative way. This classroom will be a place where students will be able to collaborate with others and bounce ideas of one another, keeping in mind of each student’s individualized intelligence.  Benchmarks   * Fit day- Students will be using sequencing and timeline skills while tracking their physical activity, food intake and emotions in Fitday daily. Students will graded on daily completion. * Student will be making a website that will educate others about the importance of being able to recognize and deal with stress in a healthy way. Students will be providing factual and relevant information that people will find appealing. They will also be expected to hook the reading in by pictures/graphics/video/podcasts and engaging writing that will interest the reader. Teacher will use the same checklist which will be counted for most of the grade (70%) but the self (15%) and peer feedback will also be included (15%). * Comic Life: Students will be making a comic life to reflect reasons why people do not exercise and a suggestion or two on how they can overcome that obstacle. Students will be completing a checklist and commenting on what they did and what there partner did. * Students will be expected to create an Inspiration that is both informational and persuasive. The point of the Inspiration is to persuade those that are reading to understand the importance of physical activity not just in gym class. Students will show how physical activity can be implemented in various classrooms for various reasons. * Students will be making glogster of their understandings of depression, and how physical activity can play a role into overcoming the disease. Students will be grading on purely the content and creativity of the glogster. * Students will be using Prezi. Students will be put into groups in which they will have a topic. The topics that will be available are: Heart, Brain, Muscles, Lungs, Skin. Students will explore the different complications related to their area in the case of limited physical activity, and also the advantages that physical activity will have on that certain area. Students will be given a rubric so that they will be able to self asses, and to know exactly what is expected.   **Point Break Down**  Benchmarks: 5 @ 60points  Performance Task: 100  Attendance: 50  Participation:50  Total Possible Points: 500  **Grading Scale Points based on 500**  **A** (93 -100), **A-** (90 - 92), **B+** (87 - 89), **B** (83 - 86), **B-** (80 - 82), **C+**(77 - 79), **C** (73-76), **C-** (70 - 72), **D+**(67 - 69), **D** (63 - 66), **D-** (60 - 62), **F** (0 - 59).  Top of Form      Bottom of Form |

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